

ASPPH Presents Webinar Series, Co-sponsored by Delta Omega

Featuring the 2016 Delta Omega Awardees for Innovative Public Health Curriculum

Tuesday, January 31, 2017
1:00 pm-2:00 pm Eastern

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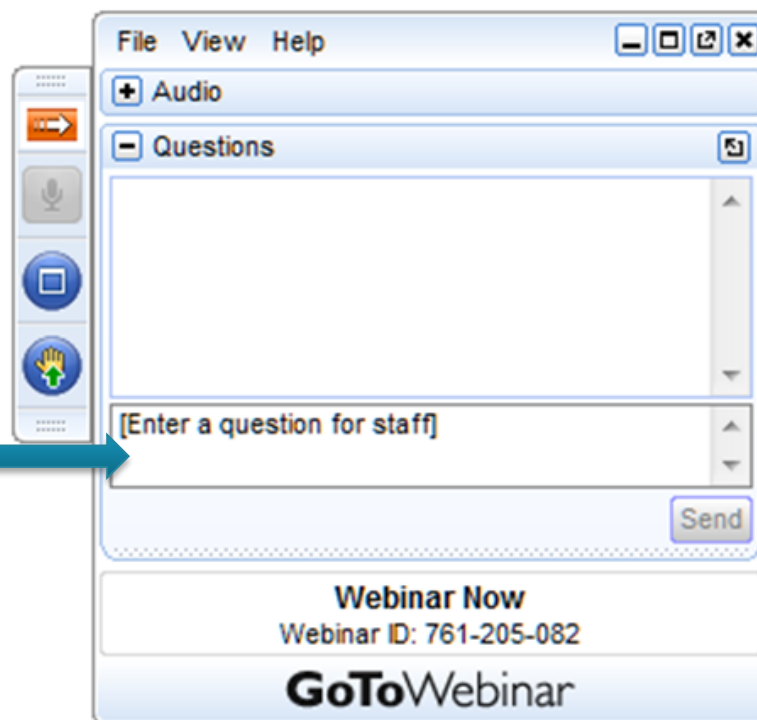
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ASPPH Presents
 **WEBINAR**

Method for Submitting Questions

Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.



ASPPH Presents
▶ WEBINAR

Today's Presenters



Penny Liberatos, PhD
Director of the Behavioral Sciences & Health
Promotion MPH program
New York Medical College, School of Health
Sciences & Practice



Roni Neff, PhD, MHS
Assistant Professor
Johns Hopkins, Bloomberg School of Public
Health



Penny Liberatos, PhD

Director of the Behavioral Sciences & Health
Promotion MPH program
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Sciences & Practice

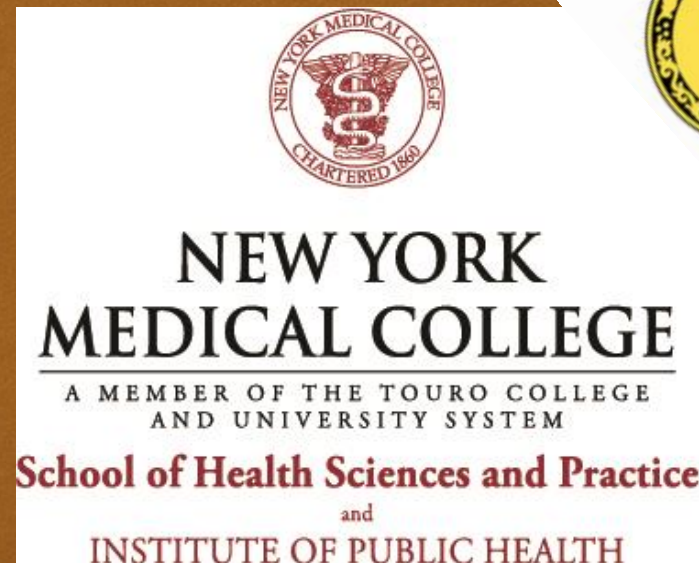
Innovative Curriculum: Behavioral Sciences & Health Promotion Capstone Course

Delta Omega National Curriculum Award, Delta Alpha Chapter



*Penny Liberatos, PhD
David A. Moskowitz, PhD*

*Department of Epidemiology &
Community Health
New York Medical College
January 31, 2017*



Overview



- Course history & intent
- Course design
- Course structure
- 2016 implementation
- Educational culmination
- Feedback
- Thanks!



NEW YORK MEDICAL COLLEGE
A MEMBER OF THE Touro College and University System
School of Health Sciences and Practice
and INSTITUTE OF PUBLIC HEALTH

Department of Epidemiology and Community Health

*Masters in Public Health
Behavioral Sciences and Health Promotion
Capstone Presentation*

Wednesday, April 27th, 2016, 5:30 p.m.
Center for Interactive Learning (CIL)
School of Health Sciences and Practice

Welcome Remarks: Dean Amler and Dr. Barbara Greenberg

Project Title: *Analysis of Adolescent Health/Risk Behaviors
in White Plains, NY*

Faculty Advisor: Penny Liberatos, PhD

MPH Student Presenters:

Jibi Alexander	Karen A. Barile-Longo
Poonam Chaudhry	Evageorgina Fuentes
Sarah A. Goldman	Ingrid R. Maurice
Janki J. Parekh	Jasmine D. Sukhram

Project Title: *Evaluating the “Be Proud! Be Responsible!”
Teen Pregnancy Prevention Program for
Planned Parenthood Hudson Peconic*

Faculty Advisor: David Moskowitz, PhD

MPH Student Presenters:

Asad Ahmed	Asha M. Alex
Junea N. Augustus	Katerina A. Chapman
Madeline C. Cimino	Roslyn Joinvil
Navdeep K. Sodhi	Madalasa R. Vedre

Course History & Intent



❧ Origins

- ❧ Needed to replace Thesis with a more applied culminating experience
- ❧ Capstone course developed in 2009
 - ❧ Many improvements since
 - ❧ Last “course” prior to graduation

❧ Course Intent

- ❧ Intended to take classroom learning into the field
- ❧ Intended to bridge school and work environments
- ❧ Focuses on each student meeting core and program competencies

Course Design

Collaboration



- ❧ Designed for students to work on a current public health issue in collaboration with a community-based organization (stakeholder)
 - ❧ Community-based organization
 - ❧ Identified by Instructor through
 - ❧ Prior community contacts
 - ❧ Practicum sites
 - ❧ Has a need for a public health “project” to be done
 - ❧ Evaluation of a current public health program
 - ❧ Data to be analyzed
 - ❧ Public health intervention to be developed
 - ❧ Health assessment to be conducted

Course Design

Collaboration



- ❧ Collaboration with community-based organization (stakeholder)
 - ❧ Project goals developed collaboratively
 - ❧ Must be amenable to completion within academic semester
 - ❧ Must be public health focused
 - ❧ Must utilize student skillset
 - ❧ Must be amenable to allowing student group to make recommendations based on scientific evidence

Course Design

Benefits



❧ Benefits must be mutually beneficial

❧ Students

- ❧ Work on a “real-world” public health issue
- ❧ Gain experience in working with a stakeholder and meeting their objectives
- ❧ Gain experience in working within a small group to accomplish a common goal
- ❧ Gain confidence and pride that their hard work will actually benefit people in a concrete way
- ❧ Helps to build students’ portfolios

Course Design

Benefits



- ❧ Benefits must be mutually beneficial
 - ❧ Stakeholder
 - ❧ Receives a finished product that they needed
 - ❧ Receives final report with extensive detail usually including comprehensive data tables
 - ❧ Gains access to expertise and resources
 - ❧ Potentially may have a product which can lead to publication

Course Structure

Logistics



- ❧ Meets once per week for 2 to 5 hours
- ❧ Each group consists of Instructor plus 6-10 students
- ❧ Individual and group assignments assess mastery of competencies
- ❧ Class discussions focus on tasks to be done, what approach is to be taken and creation of subgroups to accomplish tasks
 - ❧ Stakeholders meet with Capstone group periodically
 - ❧ Fosters accountability and peer feedback
- ❧ Instructor creates course timeline and keeps group on task
- ❧ Deliverables
 - ❧ Final report
 - ❧ Poster presentation to stakeholder, faculty, students

Course Structure

Semester Timeline

Early

- Learn about
 - Project
 - Target community
 - Health assessment
 - Community trips
 - Agency tours
- Plan strategy

Middle

- Execute strategy
 - Conduct health assessment
 - Analyze data
 - Design intervention
 - Design evaluation

Late

- Develop recommendations
- Prepare final report
- Prepare poster
- Practice/Present poster

2016 Implementation Liberatos



- ☞ **Stakeholder:** White Plains Youth Bureau
- ☞ **Project:** Assessment of health needs of middle/high school students in ethnically diverse city
- ☞ **Tasks:** Instructor and stakeholders guided students through:
 - ☞ Understanding the target population
 - ☞ Health needs data collected and emerging relationships through analysis
 - ☞ Recommendations for identified health issues and evidence-based approaches to addressing them



2016 Implementation Moskowitz

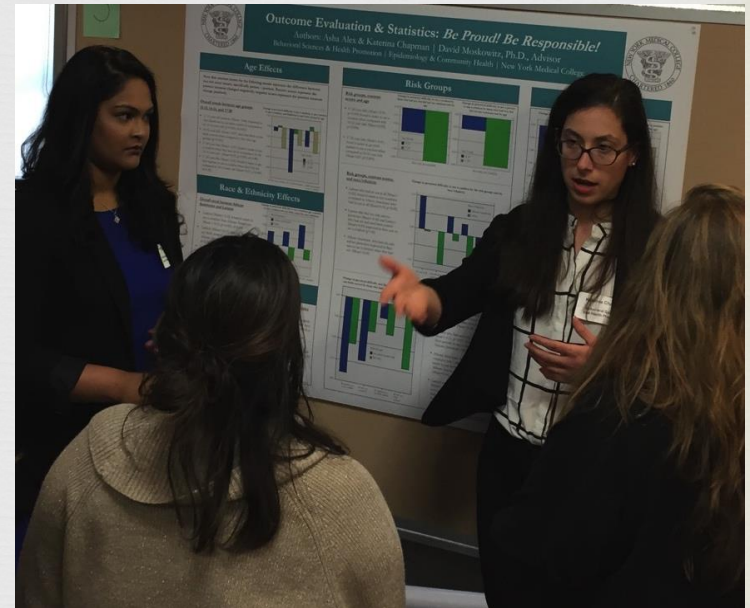
- ☞ **Stakeholder:** Planned Parenthood Hudson Peconic
- ☞ **Project:** Evaluation of *Be Proud! Be Responsible!* teen pregnancy prevention program
- ☞ **Tasks:** Instructor and stakeholders guided students through intricacies of program, target population, evaluation data collected, and the methods of both implementation and evaluation:
 - ☞ Understanding the challenges of working with pre-existing data
 - ☞ Working within the confines of stakeholder-expectations
 - ☞ Delineating between the scientific and political expectations of grant funded research
 - ☞ Learning the complexities of quantitative research using upper-level statistical methodologies



Educational Culmination



- ❧ Preparation of final report
- ❧ Preparation of posters
- ❧ Practice for presentation
 - ❧ Practice process
 - ❧ Within group
 - ❧ Individual online recordings
 - ❧ Live practice to program faculty
- ❧ Poster session/Presentation to Stakeholders



Analysis of Adolescent Health/Risk Behaviors in White Plains, NY

Physical, Psychosocial & Health/Risk Behaviors

Jibi Alexander & Janki Parekh
 Behavioral Sciences & Health Promotion Capstone

BACKGROUND

- Habits established during the adolescent years affect health in adulthood
- Poor physical and psychosocial health, and unhealthy health/risk behaviors can lead to:
 - Chronic illnesses such as obesity, heart disease, diabetes, etc.
 - Psychosocial issues (i.e. stress, low self-esteem)
 - Poorer academic performance

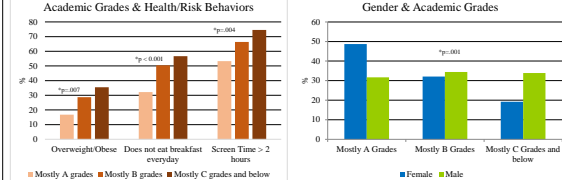
MEASURES

VARIABLES

- Academic Grades**
 - Mostly As vs. Mostly Bs vs. Mostly Cs and below
- Physical Health**
 - Weight Perception:** Perceives self as underweight/normal vs. Perceives self as overweight
 - Weight Status (based on BMI):** Underweight/Healthy Weight vs. Overweight/Obese
 - Psychosocial Health (indirect measures)**
 - Weight Satisfaction:** Yes vs. No
 - Weight Perception Accuracy:** Misperception vs. Accurate Perception
 - Comfortable Seeking Adult Assistance**
 - With no one vs. With at least one person
 - Parents/Guardians (with any personal problem): Yes vs. No
 - Teachers/Guidance Counselors (with any personal problem): Yes vs. No
 - Adults in schools (if bullied): Yes vs. No
- Health/Risk Behaviors**
 - Eats breakfast:** Everyday vs. Not everyday
 - Daily vegetable intake:** None vs. 1+ servings
 - Daily fruit intake:** None vs. 1+ servings
 - Fast food consumption:** Rarely/seldom vs. Few times/month vs. 1+ times/week
 - Physical activity:** 60 min active all 7 days vs. < 7 days (CDC guidelines)
 - TV watching (on school days):** None vs. < 3 hours vs. 3+ hours
 - Video games/Computer use (on school days):** None vs. < 3 hours vs. 3+ hours
 - Total screen time (on school days):** None vs. < 2 hours vs. > 2 hours (NHLBI guidelines)

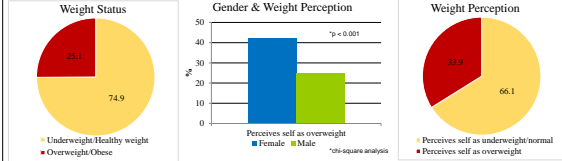
2015 SURVEY FINDINGS

ACADEMIC GRADES & HEALTH/RISK BEHAVIORS



- Students with poorer academic performance are significantly:
 - More likely to be overweight
 - Less likely to eat breakfast everyday
 - More likely to exceed NHLBI guidelines for screen time
- Females significantly perform better academically than males

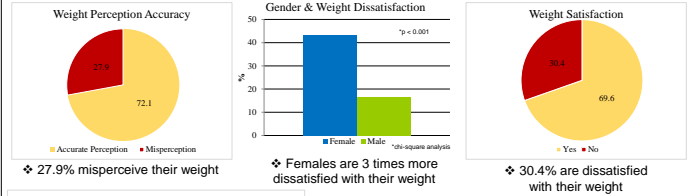
PHYSICAL HEALTH



- 25.1% are overweight/obese
- More females perceive self as overweight (42.3% vs. 24.9%)
- 33.9% perceive self as overweight

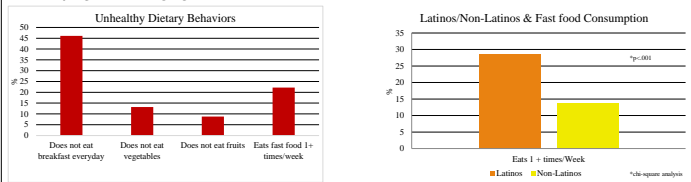
2015 SURVEY FINDINGS

"PSYCHOSOCIAL" HEALTH

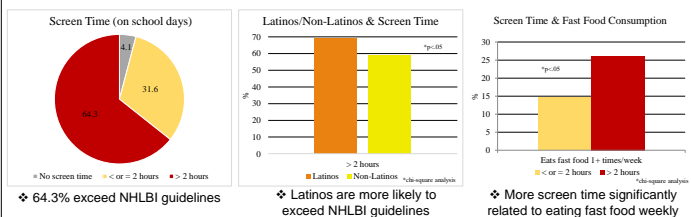
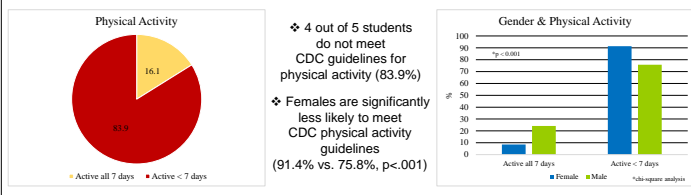


- 27.9% misperceive their weight
- Females are 3 times more dissatisfied with their weight
- 30.4% are dissatisfied with their weight
- Uncomfortable seeking assistance from:
 - Parents/Guardians - 22.4%
 - Teachers/Guidance counselors - 35.5%
 - Adults in schools - 29.2%
 - Not comfortable with anyone - 10%
- Compared to males, females are more uncomfortable going to:
 - Parents/guardians (29.0% vs. 15.1%)
 - Teachers/guidance counselors (40.1% vs. 30.5%)
 - Adults in school (32.9% vs. 25.3%)

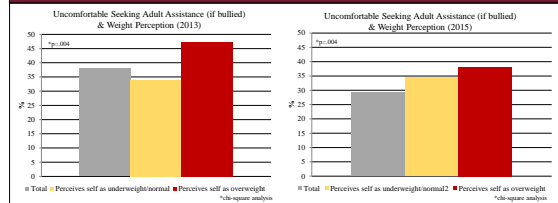
HEALTH/RISK BEHAVIORS



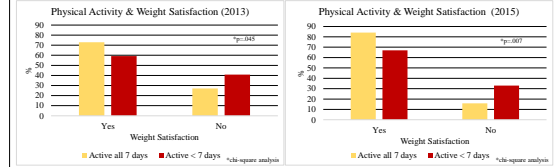
- 46.1% do not eat breakfast everyday
- 13.2% do not eat vegetable daily
- 8.8% do not eat fruit daily
- 22.2% eat fast food 1+ times/week
- Latinos are significantly more likely to eat fast food weekly compared to non-Latinos (28.6% vs. 13.8%, p<.001)
- 4 out of 5 students do not meet CDC guidelines for physical activity (83.9%)
- Females are significantly less likely to meet CDC physical activity guidelines (91.4% vs. 75.8%, p<.001)



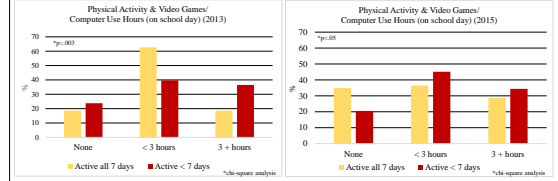
2013 & 2015 SURVEY TRENDS



- Those perceiving self as overweight are significantly more uncomfortable seeking adult assistance if bullied (2015 & 2013)
- Smaller proportion of those perceiving self as overweight are uncomfortable in 2015 relative to 2013

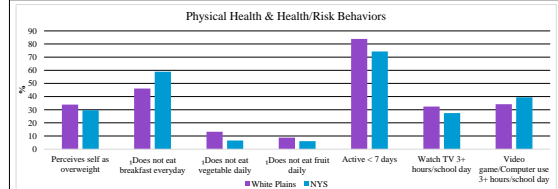


- Being less active significantly related to weight dissatisfaction (2015 & 2013)
- Lower proportion of respondents dissatisfied with their weight in 2015 relative to 2013



- Those who were more active had significantly less video games/computer use (2015)
- Although significant pattern less clear for 2013
- No relationship between physical activity and other sedentary behaviors

WHITE PLAINS STUDENTS VS. 2013 NYS YRBS PARTICIPANTS



- Compared to NYS YRBS Participants, White Plains students are:
 - More likely to:
 - Perceive themselves as overweight
 - Eat breakfast everyday
 - Watch TV 3+ hours/school day
 - Less likely to:
 - Eat vegetable daily
 - Eat fruit daily
 - Be active all 7 days
 - Play video games/use computer 3+ hours/ school day



Sample & Baseline Measures: *Be Proud! Be Responsible!*

Authors: Madeline Cimino & Navdeep Sodhi | David Moskowitz, Ph.D., Advisor
Behavioral Sciences & Health Promotion | Epidemiology & Community Health | New York Medical College



Measures

Pretest Survey

How likely are you to do each of the following?
(On a scale of not very likely to very likely)

1. Have sex in the next 3 months?
2. Use a condom if you have sex in the next 3 months?
3. Use birth control (other than a condom) if you have sex in the next 3 months?

In the future how EASY OR HARD will it be for you to do each of the following:

4. Say "no" to sex?
5. Use a condom when you have sex?
6. Use birth control (other than a condom) when you have sex?
7. Find a place to get tested for STD/HIV?
8. Get tested for STD/HIV?
9. Get your partner to not have sex, even if your partner wants to?
10. Get your partner to use a condom, even if your partner did not want to?

11. Find the health information and services you need in your community.
Answer Yes or No to the following:

12. Have you ever had sex?
13. If you have had sex in the last 3 months, did you use a condom?
14. If you have had sex in the last 3 months, did you use birth control (other than a condom)?
15. Have you ever been tested for STD/HIV?

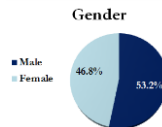
Participant Survey

1. What is your name?
2. What group are you with?
3. How old are you?
4. Are you Hispanic? Y/N
5. What is your race?
(Check all that apply)
Asian, Black, Native Hawaiian, Native American, White, Not listed
6. What is your gender?
M, F, Transgender

Sample

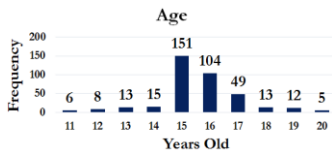
Gender

The sample was composed of 200 men (53.2%) and 176 women (46.8%).



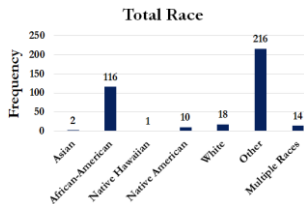
Age (as continuous variable)

The age range of the population was 11 to 20 with a mean of 15.60. Ages were collapsed into three categories to increase statistical power.



Race

Due to the frequency of people, the racial groups were collapsed into four groups (African Americans, Latinos, Latino Mixed Race and Other (Whites, Asians and Mixed Non-Latinos)).



Groupings

Males and females were equally represented across the age points and racial groups. The percentages of age groups were consistent across each of the racial groups.



Cimino, Madeline: My professional experience focuses on the food industry and impacting the way consumers think about food. My plan is to continue in product development, focusing on nutrition, health and improving consumer awareness and educating them on food and nutrition.



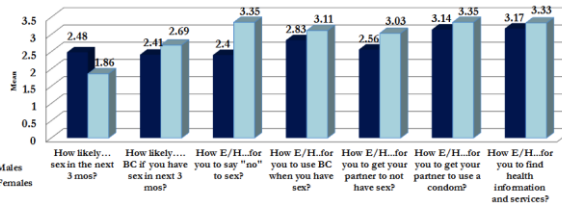
Sodhi, Navdeep: My professional experience ranges from working as a dentist to oral health promotion. I envision dentistry as a collaborative effort of public health and dental services, where all people, regardless of age, socioeconomic status and where they live have right to good oral health.

The Pretest Baseline

Pretest Survey	Mean Diff	SE	t-value	df	Cohen's d	p value
How likely... sex in the next 3 mos?	0.62	0.13	4.84	299	0.56	0.00
How likely.... BC if you have sex in next 3 mos?	-0.28	0.14	-2.00	282	0.24	0.05
How E/H...for you to say "no" to sex?	-0.95	0.99	-9.62	295	1.12	0.00
How E/H...for you to use BC when you have sex?	-0.29	0.11	-2.54	280	0.29	0.01
How E/H...for you to get your partner to not have sex?	-0.57	0.11	-5.32	289	0.63	0.00
How E/H...for you to get your partner to use a condom?	-0.21	0.10	-2.14	280	0.26	0.03
How E/H...for you to find health information and services?	-0.12	0.08	-1.97	292	0.23	0.05

Baseline differences were tested between males (group 1) and females (group 2) using independent t-test.

Baseline Differences

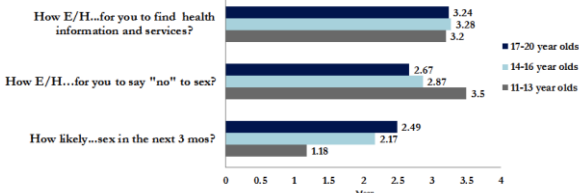


Baseline differences between different racial groups using independent t-test. Only two measures proved to be significant.

Pretest Survey	Race	Mean Diff	SE	t-value	df	Cohen's d	p-value
E/H...find a place to get tested for HIV/STD?	AA>Latinos	0.34	0.12	2.88	226	0.43	<0.01
E/H...to get tested for HIV/STD?	AA>Latinos	0.26	0.12	2.25	227	0.32	0.03

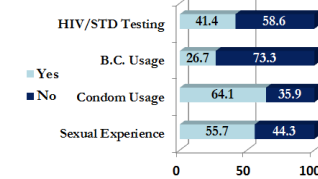
Baseline differences between age-groups 11-13 years, 14-16 years, and 17-20 years using ANOVA. Three different measures proved to be significant.

Pretest Survey	Age Group	Mean Diff	SE	F-Value	Sig.
How likely...sex in the next 3 mos?	11-13 years	-.992*	0.281	9.190	0.001
	14-16 years	-1.315*	0.307		
How E/H...for you to say "no" to sex?	11-13 years	.635*	0.248	4.669	0.033
	14-16 years	.828*	0.271		
How E/H...for you to find health information and services?	14-16 years	-.257*	0.102	3.425	0.038
	17-20 years				



Sexual Behavior & Protection

Over 55.7% of the participants had sex at the time point of pretest and approximately 41.4% had been previously tested for a STD/HIV.

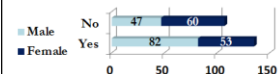


The majority (64.1%) were consistently using condoms during intercourse in the previous 3 months. A total number of 26.7% of participants were using birth control (other than a condom) in sexual encounters in the last 3 months.

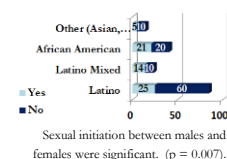
Gender/Race

There was no significance between racial groups among the sexual behavior and protection, except for Latinos who scored significantly lower in having been tested for STD/HIV. (p= 0.20).

Sexual Experience by Gender



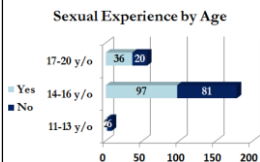
Have you ever been tested for STD/HIV?



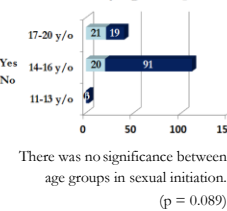
Sexual initiation between males and females were significant. (p = 0.007).

Age

Among the age groups, 11-13 year olds were less likely to use birth control than other age groups. (p=0.00)



BC Use by Age Group

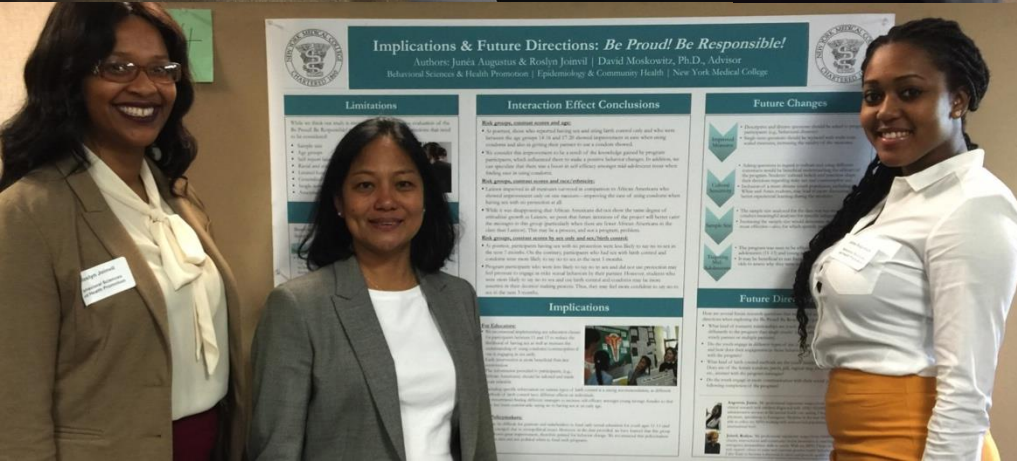
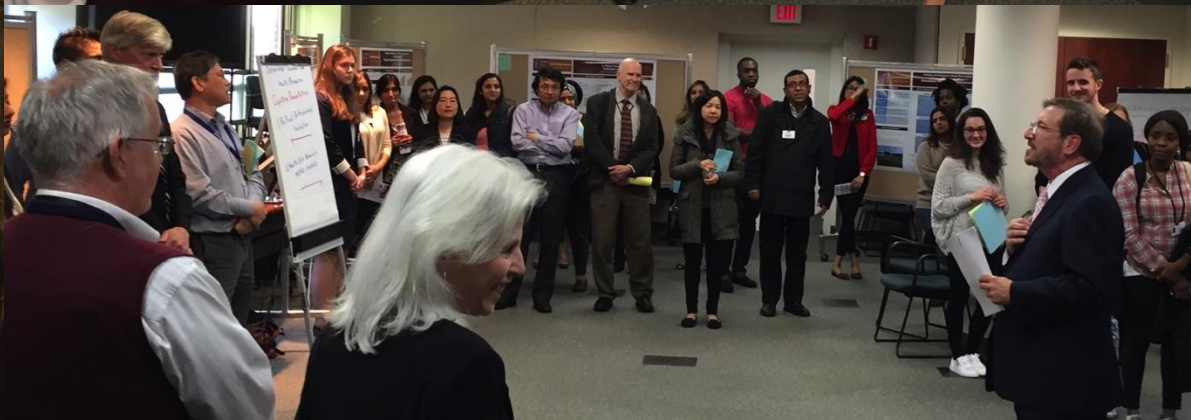
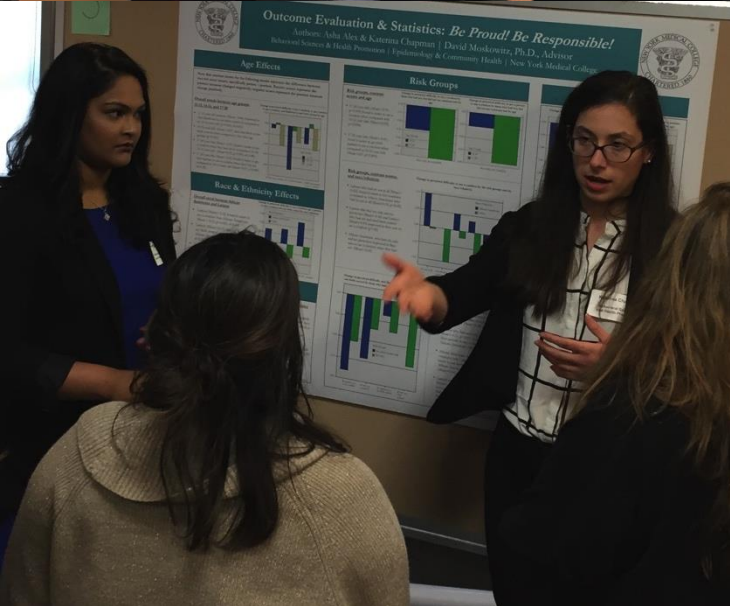
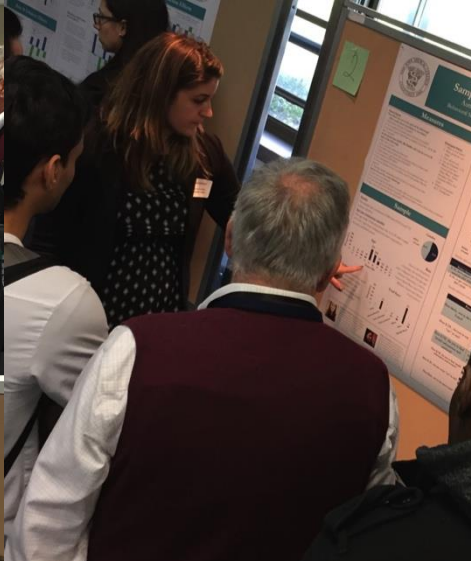


There was no significance between age groups in sexual initiation. (p = 0.089)

Risk Groups

	Age (p= 0.002, df= 10)			Gender (p= 0.021, df=5)			Race (p= 0.003, df= 15)		
	11-13 yrs (%)	14-16 yrs (%)	17-20 yrs (%)	Males (%)	Females (%)	Other (%)	Latino mixed (%)	African American (%)	Latino (%)
No sex	5.8	77.9	16.3	42.3	57.7	10.6	10.6	20.2	58.7
BC or condom (no sex)	0.0	62.5	37.5	75.0	25.0	12.5	0.0	62.5	25.0
Sex & BC only	0.0	66.7	33.3	20.0	80.0	16.7	16.7	0.0	66.7
Sex & condoms only	1.6	80.3	18.0	64.5	35.5	9.7	17.7	24.2	48.4
Sex, condoms, & BC	2.9	44.1	52.9	58.8	41.2	5.9	17.6	26.5	50.0
Sex only	0.0	85.3	14.7	61.8	38.2	5.9	14.7	29.4	50.0

Different risk groups were tested to know whether age groups, gender, and race (race reduced to four categories) were meaningful. Both age and gender were significant factors.



Student Feedback



- ❧ *“I loved how we worked with classmates thinking about the project as more than just a class assignment”*
- ❧ *“Pulling together all that I learned in my courses into one project/presentation and seeing such positive results was great!”*
- ❧ *“I’m proud that we were expected to know material, participate in discussion and complete work as professional adults”*
- ❧ *“It was a great experience working on a ‘real-world’ project with stakeholders and with a team”*
- ❧ *“A wonderful learning experience!”*

Special thanks to Delta Omega for this Award!



Penny Liberatos, PhD

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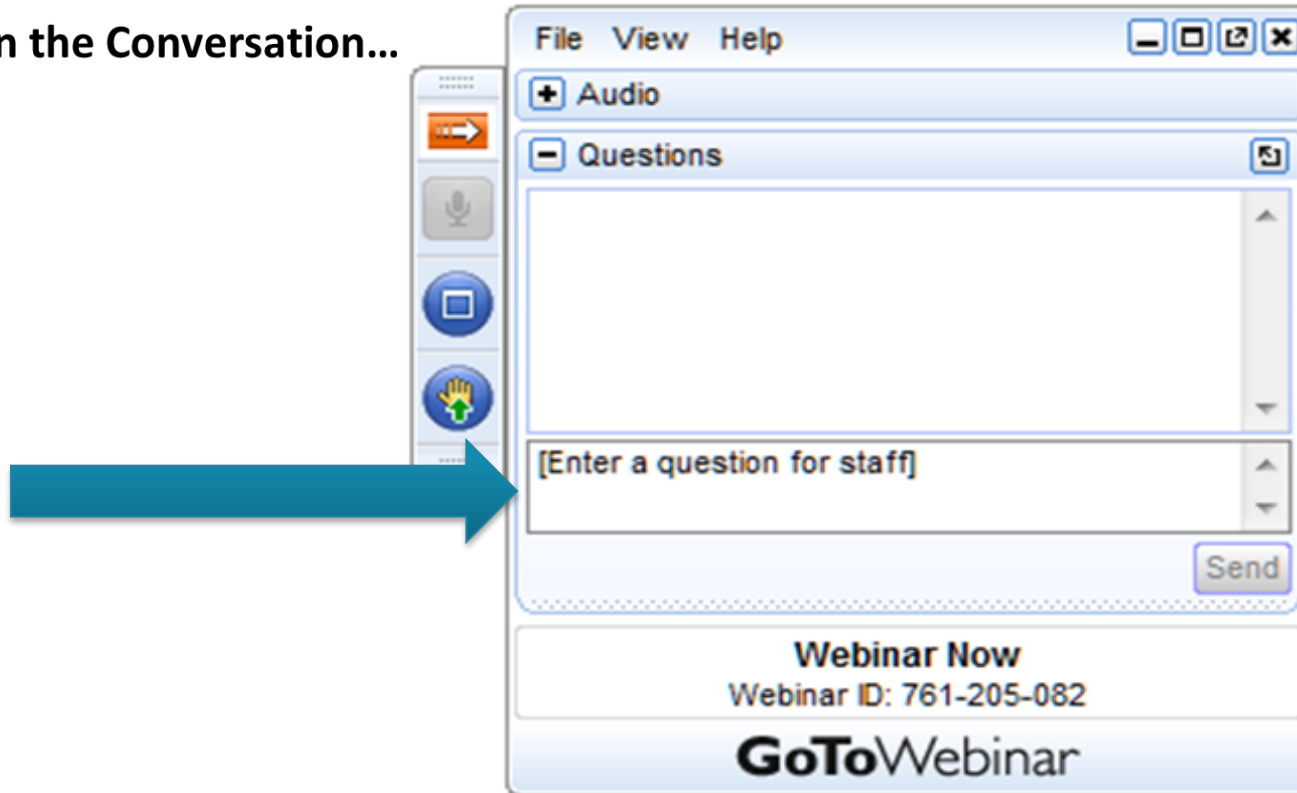
**NEW YORK
MEDICAL COLLEGE**

A MEMBER OF THE TOURO COLLEGE
AND UNIVERSITY SYSTEM

School of Health Sciences and Practice
and
INSTITUTE OF PUBLIC HEALTH

Questions or Comments?

Join the Conversation...





Roni Neff, PhD, MHS
Assistant Professor
Johns Hopkins, Bloomberg School of Public
Health

Certificate in Food Systems, the Environment and Public Health

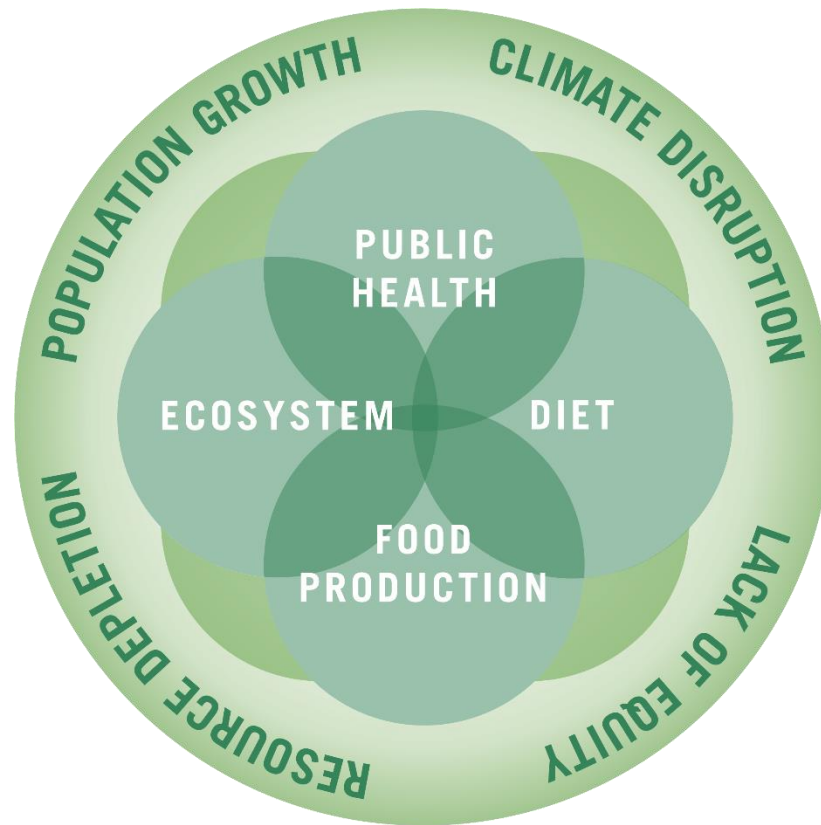
Roni Neff, PhD, MHS
Johns Hopkins Center for a Livable Future
Certificate Faculty Sponsor

ASPPH Webinar
January 31, 2017



JOHNS HOPKINS
CENTER *for* A LIVABLE FUTURE

Center for a Livable Future



Our work is driven by the concept that public health, diet, food production and the ecosystem are deeply interrelated and that understanding these relationships is crucial in pursuing a livable future.

Teaching Team



Pamela Berg, me, Keeve Nachman, Brent Kim, Bob Lawrence, Meg Burke

Certificate in Food Systems, the Environment and Public Health

- First of its kind
- Food systems
 - What
 - Why
- Target audiences
 - JHU graduate students (BSPH and beyond)
 - Junior and mid-level professionals with interest/experience in food systems work



Course of Study

- 18 credits minimum
- Onsite and online
- Four core courses
- Electives – additional food systems classes
- Electives - skills classes



Certificate Program Objectives

- Describe food systems, including processes that create risks for workers, communities, consumers, the ecosystem, and food security.
- Describe the evolution of food systems and the impacts on the public's health.
- Use a systems perspective to analyze and apply critical thinking to inter-relationships.
- Analyze strengths and weaknesses of political, social, and economic policies to address food system issues.
- Apply selected skills (risk assessment, advocacy, communication, and evidence-based decision rules) to influence legislative and regulatory policy aimed at promoting healthy and sustainable food systems.

Core Classes

- *Food Systems and Public Health*: Academic & practice perspectives on broad range of food system topics (agriculture, food animal production, community food security, dietary behavior change.)
- *Baltimore Food Systems*: Experiential seminar extends “classroom” into the community, incorporates critical perspectives, focus on making change in an urban system.
- *Food System Sustainability Practicum*: Class discussion and lectures structured around service learning projects.
- *Case Studies in Food Production and Public Health*: Digs deeper into specific food production practices, impacts on consumers, food chain workers, rural communities.



Food Systems and Public Health

Johns Hopkins Bloomberg School of Public Health

Online Discussion Board Sample

NEW Turin - Italy's first vegetarian city	FAC	Jessica Magenwirth (5) replies	Dec 11, 2016, 11:29 AM Jessica Magenwirth
NEW Veterinary Feed Directive	FAC	Lauren Richardson (5) replies	Dec 8, 2016, 09:46 PM Jessica Magenwirth
NEW Arguments for eating less meat?	FAC	Sarah Cohen (13) replies	Dec 8, 2016, 09:17 PM Jonathan Liu
NEW Alternative agriculture = sustainable agriculture?	FAC	Jessica Magenwirth (10) replies	Dec 7, 2016, 04:42 PM Polly Walker
NEW Cultured Meat - NYTimes Article Attached	FAC	Soo Kyung Kim (5) replies	Dec 4, 2016, 02:03 PM Margaret Glos
NEW GMOs + Allergies?	FAC	Emily Knapp (5) replies	Dec 4, 2016, 01:24 PM Emily Knapp
NEW NYT photoessay on industrial farming	FAC	Elizabeth Derbes (3) replies	Dec 3, 2016, 02:50 PM Polly Walker
NEW Discussion on factory farming	FAC	Felicia Setiono (2) replies	Nov 29, 2016, 02:58 PM Amelia Hood
NEW Transparency of livestock producers	FAC	Felicia Setiono (1) replies	Nov 28, 2016, 06:52 PM Polly Walker

Multimedia Technician: ****If you are still unable to hear the standby music then perform the following steps:

Multimedia Technician: In the Adobe Connect window go to the "Meeting" tab in the Upper Left corner of the Grey Menu bar. Select "Audio Setup Wizard" and follow each step until the Setup Wizard has been completed.

Multimedia Technician: ****If your problem with audio and video peripherals persists then please Privately message the Studio Support Technician. You can do so by hovering over the Studio Technician's name and select "Start Private Chat"

Multimedia Technician: Thank you for your patience as we provide support!

Jonathan Liu: Hi all! For the hosts, will this be recorded and posted later?

Multimedia Technician: Yes Jonathan, the recording will be posted on the LiveTalk page in CoursePlus (it usually takes around an hour to process)

Jonathan Liu: Great, thanks!

Keeve Nachman: Hi everyone - we'll be starting in just a minute

Jessica Magenwirth: Hello, The page is flickering (turning white for me on and of). Is that just my computer?

Lauren Richardson: It is not doing that on my screen.

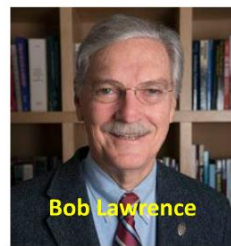
Jessica Magenwirth: Okay, I will log out and in again. Thank you, Lauren!
Pamela Rhubart Berg is typing...

question

Hosts/Presenters are yet to set a Poll Question.



Welcome to Food Systems and Public Health LiveTalk 1



Bob Lawrence



Polly Walker



Keeve Nachman



Hannah Holsinger



Meg Burke



Yukyan Lam



Pam Rhubart Berg

Hosts (2)

- Course...
- Multimedia...

Presenters (3)

- Keeve Nach...
- Pamela Rh...
- Polly Walker

Participants (48)

- Alyssa Fritz
- Amanda Co...
- Amanda Mc...
- Amelia Hood
- Amelie Hec...
- Belinda Chiu
- Bhakti Gan...
- Cara Schulte
- Cheong%2...
- Christiana ...
- Christy Pak
- Daniel R. C...
- Danielle H...
- David Cui
- Deepika Kh...
- Elizabeth F...
- Emily Hu
- Emily Knapp
- Esther 2
- Felicia Seti...
- Gabrielle H...
- Haley Lucitt
- Irena Gorski
- Jessica Ma

Faculty and TA Notes

Gordon “Reds” Wolman (1924-2010)

- CLF founding board member
- Joined JHU faculty in 1958
- B. Howard Griswold Professor of Geography and International Affairs at Johns Hopkins University
- Recipient of the 2005 Milton Eisenhower Award
- National Research Council Panel: “*Our Common Journey: A Transition Toward Sustainability*” (1999)





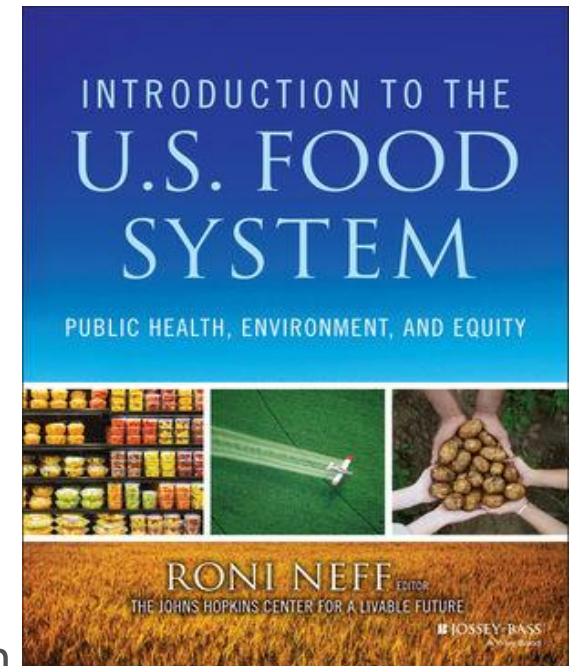
Inter-disciplinary Pedagogy

- Food system problems are complex and require a multidisciplinary approach and a systems lens
- Many stakeholders with multiple (often divergent) viewpoints are a part of the search for effective inventions
- Our coursework, through involvement of practitioners and advocates with a real stake in food system issues, exposes students to the complexity and offers experience in real world problem-solving



Integration of Academics and Practice

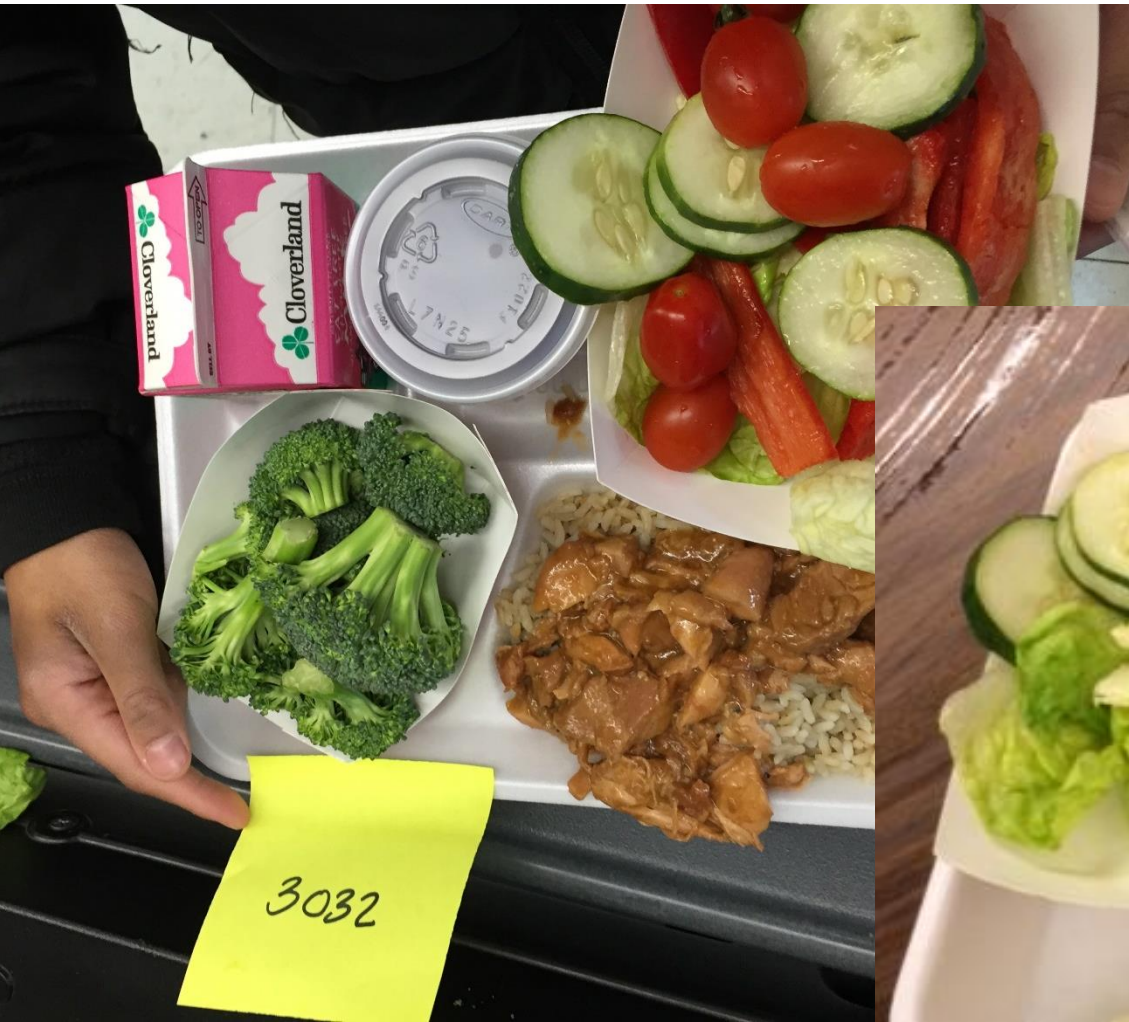
- Experts integrated into lectures and discussions.
 - Content overview and synthesis
 - Behind the scenes perspectives
 - What is needed to be successful in their jobs
 - What they want students to know
 - Extending the “classroom” into the community through field trips to farms, a food pantry and a supermarket.
 - Service learning
- Students as experts – emphasis on learning from each other

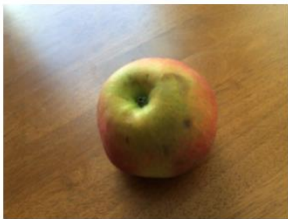


Examples of Service Learning Projects

- Research school food plate waste
- Develop recipe cards for urban farm
- Perform outreach to SNAP recipients
- Research and write report on potential for urban orchards at diverse sites
- Gather information about food recovery activities in Chesapeake Bay region
- Design vermicomposting (worms) project







I had resolved to make my way through at least some of these items during the week. A started easy: I was able to use the fire-roasted tomato with a can of Kirkland chicken and a box of Whole Foods' garlic flavored couscous. The result was pleasing, and yielded two dinners. Mid-week, I resolved to deal with the English muffin, and used it as an opportunity to explore the palatability of a nearly finished can of jam, which nobody seemed to recollect purchasing. The English muffin was acceptable; the jam was most definitely not.



I re-grouped with the roasted red pepper dip, pairing it with crackers and a couple leftover pieces of cheese, which had also managed to find their way from NY to Baltimore. The cheese, crackers, and dip were consumed without much fanfare; the cheese rinds, however, currently reside in the garbage can awaiting rescue from city rodents. I also took the apple with me to school, strategically waiting for the right moment to eat it - i.e., until I was so hungry for a snack that it didn't taste half-bad.

The sweet potato gnocchi, however, was the most formidable task of all. A previous encounter with them had left me with little desire to finish off the few pieces that remained (they were mushy and lacked any flavor resembling a sweet potato), so I kept putting them off, saying to myself that they would be the grand finale for the week. This morning...surprise!...I awoke to find that a few had grown mold. I



Community Partners Involved in Teaching

- Courses engage community leaders: local food advocates, experts on community food security. Including:
 - A course co-taught by the Baltimore Food Policy director
 - Field trips paired with discussion about food system challenges and strategies to address the problems using policy initiatives and community-based programs
 - Preceptors of each practicum site participate in class sessions
 - Close engagement with leader of local community organization





Challenging Topics

- Race, class and food
- Roles in change-making
- Critical literature
- Systems approaches
- Evidence gaps and uncertainties



Skill Development

- Elective skills-based courses
 - Risk sciences, risk policy, persuasive communications, media advocacy, campaigning and organizing, other options
- Assignment: articulate, defend position on issue; write Op-Ed
- Policy memo and elevator speech
- Oral history
- Students critique each other's work to practice critical thinking, diplomacy, and communication skills
- Service learning projects to apply competencies, learn new skills such as qualitative research, survey development, data analysis, and developing and pilot testing communication materials.

Integrated with Other Educational Offerings

- CLF-Lerner Fellowship
- MPH Concentration in Food Systems
- BAHl focus areas on environmental health and obesity
- Seminars, symposia
- Coursera
- [Foodspan](#)

Thank you!

MORE INFORMATION:
www.jhsph.edu/clf/education

Roni Neff, Rneff1@jhu.edu

Supported by:

Johns Hopkins Center for a Livable Future
Department of Environmental Health
and Engineering
GRACE Communications Foundation



JOHNS HOPKINS
CENTER *for* A LIVABLE FUTURE



Thank you to today's Presenters



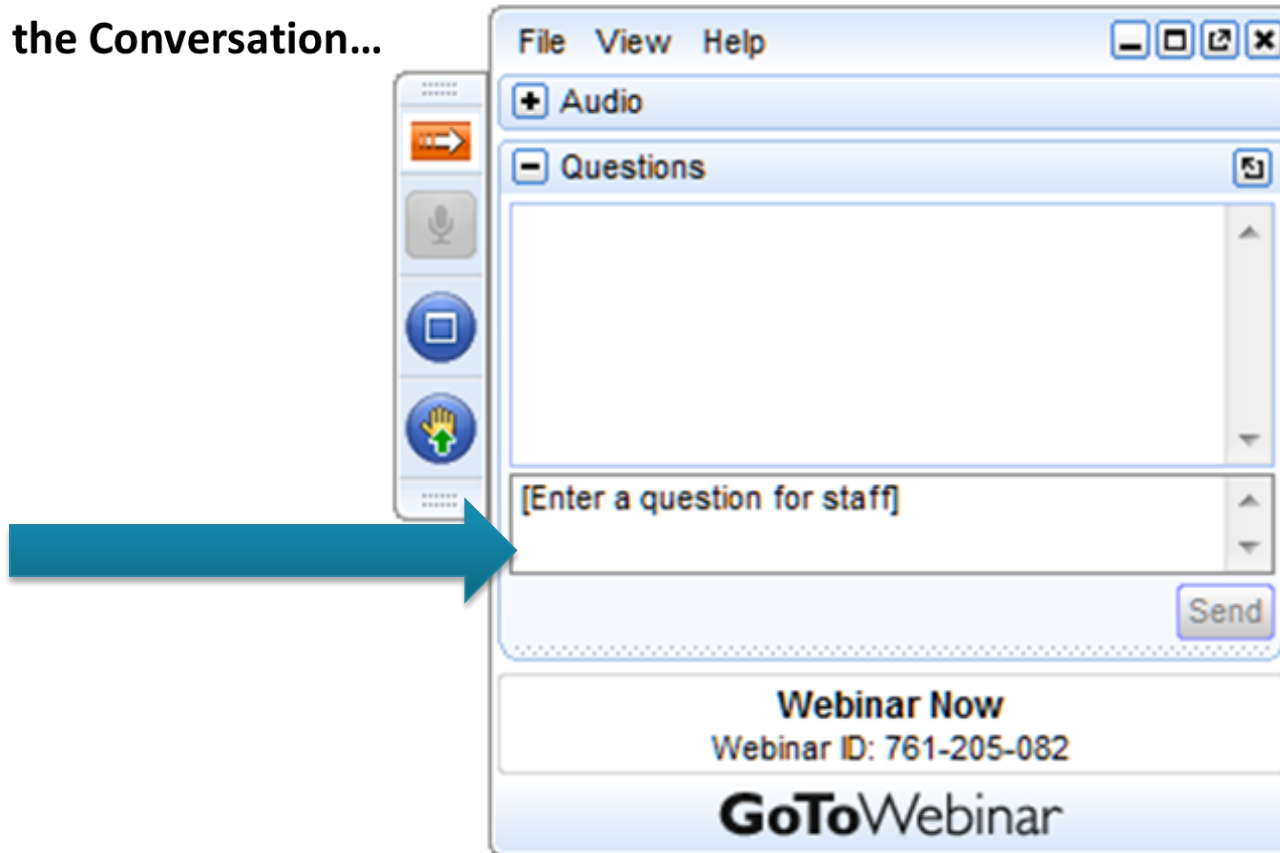
Penny Liberatos, PhD
Director of the Behavioral Sciences & Health
Promotion MPH program
New York Medical College, School of Health
Sciences & Practice



Roni Neff, PhD, MHS
Assistant Professor
Johns Hopkins, Bloomberg School of Public
Health

Questions or Comments?

Join the Conversation...



Today's Presenters

Now taking questions.



Penny Liberatos, PhD
Director of the Behavioral Sciences & Health
Promotion MPH program
New York Medical College, School of Health
Sciences & Practice



Roni Neff, PhD, MHS
Assistant Professor
Johns Hopkins, Bloomberg School of Public
Health

Thank You!

See the webinar event page on the ASPPH website for a link to the **archived webinar:**

<http://www.aspph.org/event/aspph-presents-webinar-co-sponsored-by-delta-omega-featuring-the-2016-do-awardees-for-innovative-public-health-curriculum/>

Contact: webinars@aspph.org

CPHCE
Credits

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ASPPH Presents



WEBINAR

ASPPH Presents Webinar: Accessing and Using Public Health Data

Thursday, February 9, 1:00 – 2:00 p.m. Eastern

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ASPPH Events page:

<http://www.aspph.org/events/category/webinar/>

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Thank you!